

Additional Learning Needs (ALN) Policy



*Learning together in a changing
world, creating success for all.*

Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our “**Shared Values and Aims**”.

Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s “**Rights Respecting School Award**” (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly “**Pupil Participation**” policy and our whole school “**Pupil Participation**” policy for further details.

Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to “**Health and Well-being for Pupils**” policy and our whole school “**Health and Well-being**” policy for further details.

Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to “**Inclusion**” policy and to **IQM assessment reports** for further details

Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in **"Education in Wales: Our national mission" (2017)**. These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

Mission statement

We are committed to providing a full, individualised and highly effective education for all of our pupils irrespective of their ages, ability and needs. We are fully committed to equal opportunities for all.

We will provide an environment where all pupils feel valued, safe and welcomed. We are also committed to the fundamental principle that early intervention and partnership working with parents/carers is crucial in ensuring the attendance, protection and well-being of our pupils.

We follow the All Wales Child Protection Procedures (AWCPP) and local protocols in relation to specific and identifiable welfare issues that prevent a pupil from accessing education, or where there are safeguarding concerns.

This policy explains what Trinity Fields School seeks to achieve in addressing the Additional Learning Needs (ALN) of all its pupils. It is based on the principles and guidance of the Disability Discrimination Act (2005) and the Welsh Assembly Government SEN Code of Practice for Wales (2002). This policy has also been updated to reflect the Welsh Government's Additional Learning Needs and Education Tribunal (Wales) Bill.

This policy should be read in conjunction with the following school documents:

- Admissions policy
- Equalities policy
- Strategic equalities plan
- Teaching, learning and curriculum policy

Aims

- To ensure that all pupils have their Additional Learning Needs met through the provision of trained staff, specialist resources, adapted equipment and a differentiated curriculum, which includes the “Curriculum for Wales”, taking into account pupil voice and engagement.
- To take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered.
- To ensure close working relationships with parents / carers. They will be included fully as partners in the decision-making process in providing additional support. Their views and understanding of the pupils’ needs will be taken fully into account.
- To ensure close working relationships with multi-agencies who support the pupils’ ALN

Objectives

- To meet individual needs through regular assessment, monitoring and review of their progress and achievement.
- To ensure high quality teaching and learning to meet pupils’ ALN.

Definitions

All pupils at Trinity Fields School have Additional Learning Needs arising from their learning difficulties as defined by WG guidance:

Definition of additional learning needs (ALN)

Additional Learning Needs

(1) A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

(2) A child of compulsory school age or person over that age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 (c. 15) which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

(3) A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection 2 when of compulsory school age.

A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

Definition of additional learning provision (ALP)

Additional Learning Provision

(1) “Additional learning provision” for a person aged three or over means educational or training *provision that is additional to, or different from, that made generally for others of the same age* in:

- mainstream maintained schools in Wales,
- mainstream institutions in the further education sector in Wales,
- places in Wales at which nursery education is provided.

(2) “Additional learning provision” for a child aged under three means educational provision of any kind.

(3) “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

A few pupils may be considered as More Able and Talented in relation to the majority of pupils with ALN; these pupils may show greater ability in one subject area or they may show talent artistically, in sports or in performance. ‘In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners’ (A Curriculum of Opportunity: Developing Potential into Performance – WAG 2003)

Trinity Fields School caters for pupils range in age range 3-19. Nearly all pupils have a Local Authority Statement of SEN that determines the type and level of provision and support as well as the objectives that determine their Individual Education Plan (IEPs). A statement is not currently necessary to access Trinity Fields School, although it is likely that the statutory assessment procedures will be in process when a pupil enters our school.

Implementation of the ALNET Act

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively. From September 2021, ALN legislation will be used to support all pupils newly identified as having an additional learning need which calls for additional learning provision.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential.

For pupils with Statements, a Statement will remain in place, maintained by the Local Authority until Welsh Government provide specific information on the transformation of Statements to IDPs in the coming years of implementation but by September 2024.

Person Centred reviews

During the phased implementation of the ALN Act school will ensure that both the ALN and the SEN systems run effectively.

Individual Development Plans (or existing Statements) are statutory documents created to demonstrate needs and provision to meet these needs. Individual Development Plans can be maintained by the school or the Local Authority, based on need.

In all cases of a Statement of SEN (In accordance with the SEN Code of Practice for Wales 2002 a child's Statement of Special Educational Needs is reviewed annually) or an IDP, a review meeting will be held at least annually, and all stakeholders invited to contribute.

The review meeting will take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental / carer engagement forms a critical aspect of the process with views and understanding of the child or young person's needs will be taken fully into account. There will also be collaboration between other stakeholders, including health and social services. We value a holistic approach to this review meeting, where pupils' views are central.

Responsibilities

The **Headteacher** is responsible for ensuring that the policy:

- is development and implementation of the policy in consultation with all stakeholders (staff parents/carers, pupils etc.);
- complies with all legal and statutory requirements / responsibilities, in particular the Disability Discrimination Act, the Equalities Act (2010) and the WG Code of Practice and ALN ET Act;
- becomes embedded in our practice, vision and policy;
- is monitored, reviewed and evaluated as part of the school's policies review cycle.

The headteacher is responsible for ensuring that pupils' Statements of SEN are reviewed annually and that the allocation of staff in classes meets the needs of the pupils. Also to ensure that the ALNCo / class teachers has enough time and resources to carry out their duties.

Our **Additional Learning Needs Co-ordinator (ALNCo)** is the Deputy Headteacher.

The **co-ordinator's** responsibilities include:

- ensuring the daily implementation and review of the school Additional Learning Needs Policy.
- ensuring clear implementation of the Additional Learning Needs Code and statutory responsibilities are in place across the school.
- ensuring a clear process and system of identification, assessment, and review of pupils where there is a query around an ALN.
- ensuring clear systems around the development, review and the quality assurance process around identification, assessment, planning and reviewing the one-page profiles, (OPP), Target Sheets and IDPs.
- monitoring and evaluating the person-centred approach used across the school.

- liaising with and advising colleagues through the appropriate channels on additional learning needs matters.
- monitoring and reviewing the School Provision Map, ensuring, alongside the SLT, appropriate and wide universal provision, targeted and impactful intervention and specific and specialised provision.
- co-ordinating all the statutory Annual Reviews of Statements of Special Educational Need, Individual Development Plans (IDPs) and Transition Planning;
- monitoring all Statements / Individual Education Plans;
- monitoring One Page Profiles, Individual Education Plans and other relevant plans;
- liaising with primary and secondary ALNCOs through LA training events;
- work alongside partnership schools and the local authority.
- discussing staffing issues with the Headteacher;
- liaising with other professionals;
- providing support and advice to staff within school. Contribute to the in-service training of all colleagues in developing practice at the school with all matters concerning additional learning needs.
- Ensuring a clear process of appeal and dispute resolution in relation to ALN.

Class teachers are responsible for ensuring that:

- they provide high quality teaching and learning as part of the universal provision of the school.
- pupils have an appropriate, differentiated curriculum that meets their needs;
- pupils' progress is monitored, reviewed and evaluated to inform further teaching;
- they implement the school's ALN Policy.
- they work with class teams / colleagues in the planning and delivery of lessons in supporting learners and the assessment of learner progress when appropriate, gaining advice from the Additional Learning Needs Coordinator (ALNCo) where required.
- ensure that the resources, targets, and curriculum are appropriate to the needs of the pupil as set out in the pupil's One Page Profile, Target Sheets, and IDPs / Statements of SEN.
- ensure that achievement and progress are also appropriate to the needs of the pupil.
- support the school processes around early identification, targeted intervention, and a graduated response to meet individual need.
- differentiate learning and materials and set achievable goals to ensure that pupils experience success.
- attend reviews and discussions on pupil progress, as required.
- contribute to the provision map for individual pupils, making use of this to identify requirements for targeted intervention, tracking and monitoring progress through targeted intervention.
- communicate with parents, raising concerns and celebrating progress.
- support the effective handover of information to ensure successful transitions between year groups, phases, and settings.
- record and report any concerns to the SLT.

All staff are responsible for developing, implementing and reviewing individual programmes to support and contribute to pupils' learning.

Governing Body

The **Governors** are responsible for being involved in the development, implementation and monitoring of the policy.

The Governing Body have responsibility for Additional Learning Needs and through the named Additional Learning Needs Governor who will report back to the full governing body. Governors have legal duties under the ALN ET ACT 2018; Equality Act 2010, and the ALN Code in relation to pupils with additional learning needs and disabilities, including:

The governing body must have regard to relevant guidance in the additional learning needs Code when exercising functions under Part 2 of the Additional Learning Needs Act. The governing body with the Senior Leadership Team (SLT) will maintain Individual Development Plans and ensure appropriate Additional Learning Provision for learners with Additional Learning Needs.

Governors should work in partnership with the head teacher and school leaders to ensure the curriculum offered meets the needs of all learners and that there is a teaching and learning policy that is understood by all staff. It should reflect equalities legislation, accessibility requirements, and ALN Transformation.

Local Authority

Where it appears to the LA that a child or young person may have additional learning needs the LA **will** decide whether the child or young person has additional learning needs unless:

- an IDP is already being maintained;
- the LA has previously decided the issue and is satisfied that the child's needs have not changed materially since that decision and there is no new information which materially affects that decision;
- the LA is satisfied that the question of whether or not the child has additional learning needs is being decided by a governing body;
- the child is a young person who does not consent to the decision being made.

If the LA decides that a child or young person has additional learning needs the LA **will**:

- prepare and maintain an IDP
- or
- prepare an IDP and direct a governing body to maintain it
- or
- direct the governing body to prepare and maintain the plan.

Following such a direction the governing body **must** prepare and/or maintain the plan unless the young person does not give consent.

The circumstances in which the LA duty to maintain an IDP ceases;

In the case of an IDP maintained by the LA for a child or young person, the local authority's duty to maintain the IDP ceases to apply in the following circumstances:

- the LA decides that the child or young person no longer has additional learning needs and that decision has not been successfully challenged;
- in the case of a young person, the young person no longer consents to the IDP being maintained or, in the case of a child becoming a young person, does not consent to the IDP being maintained;
- the LA ceases to be responsible for the child (provided the child is not looked after) or young person - that is, if the child or young person ceases to be in the area of the Caerphilly Borough;
- in the case of a child who is looked after by Caerphilly LA, the person ceases to be a looked after child (for whatever reason, including because the child has become a young person) and the LA is not responsible for the person (i.e. the child is not in its area). Where another LA is responsible for the child or young person, the duty to maintain the IDP transfers to that LA;
- in the case of a child or young person who is a registered pupil at a maintained school in Wales, the LA will direct the school to maintain the plan;
- in the case of a young person who is enrolled as a student at an FEI in Wales, the FEI agrees to a request from the LA to become responsible for maintaining the IDP or the Welsh Ministers have determined that the FEI should maintain the plan;
- the child or young person becomes subject to a detention;
- in the case of a young person, the young person attains the age of 25, in which case the duty to maintain the IDP will cease at the end of the academic year in which the person attains that age;
- in the case of a young person who is neither a registered pupil at a maintained school in Wales nor enrolled as a student at an FEI in Wales, the LA decides that it is no longer necessary to maintain the IDP to meet the young person's reasonable needs for education or training.

Transferring an IDP:

Where a child or young person with an IDP maintained by a school transfers to another maintained school in Wales or to an FEI in Wales, responsibility for maintaining their IDP will usually transfer at the same time. Similarly, where a child or young person with an IDP maintained by Caerphilly LA moves to another local authority's area, responsibility for maintaining the IDP will normally transfer between the local authorities.

Where a child or young person with additional learning needs becomes the responsibility of Caerphilly LA, that the LA will maintain the IDP if immediately before the child or young person became its responsibility, an IDP was being maintained for the child or young person by another local authority.

The LA will provide children, young people and others with information and advice about additional learning needs and the new system, and ensure that it is accessible for all who need it.

Person Centred Practice

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The review meeting will take a person-centred approach to ensure the wishes, views and opinions of the pupil are captured and considered. Parental / carer engagement forms a critical aspect of the process with views and understanding of the child or young person's needs will be taken fully into account. There will also be collaboration between other stakeholders, including health and social services. We value a holistic approach to this review meeting, where pupils' views are central.

Partnership/Dispute Resolution

The school is committed to working in partnership with parents / carers and values the contribution they can make to enable children and young people with additional learning needs achieve their potential. A parent independent partnership is currently provided by SNAP Cymru.

SNAP Cymru's aim is to ensure families have access to information, advice and guidance in relation to the Additional Learning needs of their children and young people so they can make appropriate informed decisions. SNAP Cymru make sure that the views and wishes of young children are listened to and taken into consideration and that, along with parent / carer's views, can inform and influence the development of local additional needs policy and practice. The service also has in place processes for avoiding and resolving disagreements (Dispute Resolution).

Procedures/practice

Admissions: See admissions policy

- Pupils are admitted to Trinity Fields School through the Educational Psychology Service and the LA's Admissions Panel.
- Referrals can be made by professionals from other services, parents and staff from other schools.
- All parents of prospective pupils are invited to bring their child to visit the school and a pre-placement meeting takes place to ensure the correct support can be provided.
- Pupils may be admitted from 3 years old and it is usual for these young children to attend on a part-time basis initially.
- Older pupils may be admitted on a part-time basis leading to a full-time placement though due to current demand pupils requiring full-time placement will be given priority.
- Pupils are identified as having ALN before admission to Trinity Fields School. However the assessment of these needs is ongoing throughout their school careers using a Person-Centred Planning approach.
- All of the school population are included on the school's register for ALN. Nearly all have their needs formally addressed in a Statement of Special Educational Needs or written in their Individual Development Plan (IDP). This takes into consideration the changes.

Provision, curriculum and staffing

- The school promotes inclusion at all levels; we are justifiably proud of the fact that we have the Inclusion Quality Mark (IQM) and have also been awarded Centre of Excellence status.
- All pupils have access to a broad, balanced, relevant and differentiated whole school curriculum that is based on:
 - ❖ Foundation Phase Framework for Children's Learning for 3-7 year olds;
 - ❖ Revised National Curriculum (Wales) 2008 – aged 7-14 years;
 - ❖ Routes for Learning;
 - ❖ Routes for Literacy and Numeracy;
 - ❖ Routes to Digital Competence;
 - ❖ Successful Futures (Donaldson Report);
 - ❖ Skills Framework for 3-19 Year Olds;
 - ❖ 14-19 Learning Pathways.
- All classes have one teacher and a minimum of 2 teaching assistants.
- A few pupils may have their ALN needs met through an alternative curriculum/timetable where they are taught largely out of a class base.
- ALN More Able and Talented pupils may have their needs met either through support in mainstream school classes or through lessons at Trinity Fields delivered by external specialist teachers.
- In addition to the 21 classes at the main school site we also have satellite classes in Ty Isaf Infant School, Cwm Ifor Primary School, Deri Primary School, Heolddu Comprehensive School and St. Cenydd Community School. Placement at our satellite classes is through very close collaboration with the child's parents/carers and the Local Authority.

Resources

- Our specialist resources include a hydrotherapy pool, splash pool, light and dark rooms, specialist industrial catering kitchen, a sensory room, a soft play room, outside gym and Multi-Use Games Area (MUGA) on the secondary playground, rebound therapy room, ceiling track and mobile hoists and fully adapted toileting facilities.
- Every class has at least 1 computer with specialist peripherals (switches, Eye Gaze, Oculus Rift goggles, floor projector etc.) and a wide range of specialist software to enable switch access. There are interactive boards and iPads in all classrooms, as well as a designated IT room.
- A range of communication aids are available and allocated for individual use.
- Other technological aids such as Powerlink units and switch/battery operated toys are also available throughout the school.

Links with other professionals

- Advisory teachers for Visual (VI) and Hearing Impairment (HI) from SENCOM provide regular support to pupils with additional sensory impairments.
- Physiotherapists are based in school and there is weekly visiting support from the Occupational Therapy Service.
- Speech and Language Therapy support is co-ordinated through our specialist communication assistants (Jenny Evans and Helen Muscat).
- Paediatric, feeding, orthotic and wheelchair clinics are held in school
- The school's paediatrician(s) holds regular clinics at the school.
- There are 2 fulltime Local Health Board school nurse and 2.6 health care assistants provide medical support for individual pupils with medical conditions.
- A LA Educational Psychologist maintains regular contact with Trinity Fields School.

Inclusion and outreach

Full details will be found in our separate policy for inclusion and outreach.

- Pupils have opportunities for inclusion where it is considered appropriate and with parental consent; this is usually within our satellite classes at Ty Isaf Infant School, Cwm Ifor Primary School, Deri Primary School, Heolddu Comprehensive School and St. Cenydd Community School.
- Pupils from mainstream schools may also have inclusion into Trinity Fields where they might benefit from the specialist resources or from specific teaching expertise.
- Trinity Fields operates an Outreach Service offering support and advice to staff working with pupils with SEN in mainstream schools. See Outreach Policy for further details.

Staff development

- The majority of our teachers have an initial or additional qualification in Special Education.
- All staff are encouraged to attend courses that develop their expertise and specialisms in working with pupils with ALN.
- A comprehensive range of in-house training and support is planned throughout the year so that staff keep up to date with all the relevant developments.

- Courses may be provided through the Education Improvement Grant (EIG) and other Welsh Government grants, through shared expertise in-house or with external organisations.
- In addition to the above the governing body allocates annual funding to support the continuing professional development of all staff from the school's delegated budget.

Equal opportunities

The school operates a policy of equality for all pupils regardless of gender, ethnicity, religious beliefs or culture.

See “Equalities” policy for further details.

Parent/Carer involvement

- Parents contribute to drawing up their children's Individual Education Plans, as well as supporting the development of their child's one page profile;
- They may attend meetings, workshops and training events;
- They are expected to sign up to the Home-School agreement.
- Parents / carers are supported with blended learning where appropriate

Assessment

- Teacher assessments are carried out on all pupils annually using Performance Indicators and Value Added Target Setting (PIVATS) and other assessment tools, such as the LNF tracker etc. We make full use of all necessary assessment tools to ensure we have an accurate picture of each child and we use this information to plan the next steps in learning. Annual School reports are produced to accompany the Annual Statement Review documentation.
- Our annual reviews following a pupil centred planning approach - further details can be obtained from our assistant headteacher, Christine Thomas.
- Annual reviews meeting include: pupils, wherever possible, if pupils are not able to attend their meeting their views will be captured and shared with those who are at the meeting. Parents/carers and any relevant personnel from the local authority, Health and Social Services are also invited to attend or contribute.
- When a pupil reaches 14 years (Year 9), a Transition Plan is drawn up that outlines proposals for post-school provision. The Special Needs Careers Adviser from Careers Wales and a Social Worker (where allocated) are statutorily invited to attend this and subsequent planning meetings.
- Trinity Fields seeks out and supports opportunities for More Able and Talented pupils to enter external examinations so that they can obtain relevant qualifications in recognition of their talents and abilities.

See “Assessment, recording and reporting” policy for further details.

Appendices

- Appendix i – One Page Profile
- Appendix ii - Overview of the areas of the Provision Map

Policy review

This policy will require significant amendments in light of the Additional Learning Needs and Education Tribunal (Wales) Act. These will be made as further information emerges from the Welsh Government about the new Act and the new Code of Practice, in addition to information from the Welsh Government's appointed ALN transformational leads.

Signed		Executive Headteacher
Signed		Chair of Governors
This policy will be reviewed in line with the school's policy review cycle.		

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 42: Every child has the right to know their rights.